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ABSTRACT

The accelerated pace of society suggests that social education be clearly formulated from a conceptual golobal framework, recognizing the oneness of earth and man's sharing of a common fate, and that the curriculum be designed from a point of view toward improving international understanding. Effective approaches in international relations programs include: 1) a breakdown of sharp distinctions between studies of American and of other societies; 2) an interdisciplinary approach; 3) recognition of the world as an interdependent system while recognizing the respecting cultural diversity; 4) a concern with the earth as a planet and mankind as a species of life. A suggested strategy for developing a world view is to parallel current political and ecological problems in America with similar situations in Asia or Latin America. Appendices include a typology of curriculum objectives for a global approach and one-hundred and five citations of books, journals, and pamphlets dating from 1968 to 1972 topically arranged in an annotated bibliography. (Author/SJM)

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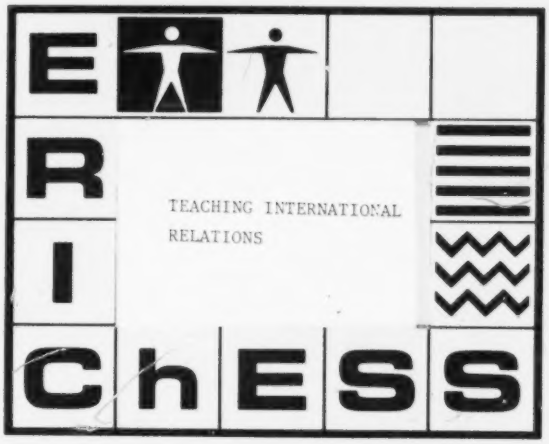

TEACHING INTERNATIONAL RELATIONS

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TEACHING INTERNATIONAL RELATIONS

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DEFINITIONS

The field of international relations, like the world it seeks to understand and explain, is constantly changing. The big jump in the number of independent nations, coupled with a proliferation of international organizations, innovations in technology, changing patterns of communication and transportation, nuclear weapons development, and space exploration have dramatically transformed international relations so that even the vocabulary rapidly becomes obsolete. This means that those responsible for developing programs in this area must take into account not only changes in the international system and in the international environment, but also changes in the ways in which social scientists study these phenomena.

Davis Bobrow in International Relations: New Approaches (Free Press, 1972) has pointed out that since World War II the analysis of international affairs has become increasingly a scientific and technical endeavor. The number and diversity of concepts being used has expanded enormously. They are drawn not only from economics, psychology, sociology, and the other social sciences, but also from newer fields such as cybernetics, systems analysis, and operations research. In addition, the types of information and methods of inquiry found in other scientific fields are increasingly being viewed as appropriate to international relations by analysts in the field. Laboratory experiments, survey interviews, statistics, and computer simulations are all commonly used in international relations today.

The direction of change and shifts of emphasis in international relations are of concern to a much larger audience than the experts directly involved. In order to make judgments about foreign policy, poverty, population, pollution, the arms race, and other world issues, we need to proceed from a clearly formulated conceptual framework. Before attempting to provide answers, we have to be able to identify the important questions. We need some basis for arriving at our own decisions about the desirability and validity of the policies and programs experts suggest. And, as innovators and curriculum designers in international relations, we need to understand the boundary lines of the field and the kinds of analyses it involves before we can make a rational selection of content or even take the more basic step of relating our goals and purposes to this field of study.

As traditionally defined, international relations is human activity involving persons from more than one nation. Such activity may be carried out individually or in groups by face-to-face contact, or through more indirect communication. Although the use of the term is not consistent, it generally includes such subjects as international politics, international economics,

international law, international organization, international communications, and wars that involve more than one country. In recent years international education is frequently added to the list of topics. Sometimes the study of foreign governments or foreign areas is also included under the label international relations. The trend seems to be to include only those activities of nations that have the greatest bearing on the interaction between them. This means that certain aspects of nations and their government (such as foreign policy making activities) are included, but activity within nations or areas not involving relations between them are omitted.

While the above definition may still be considered adequate by many educators, there have been several recent efforts to change or extend the emphasis from governments, organizations, groups, or individuals involved with similar entities in other nations to those entities in their relationship to world or global society; that is, to see these entities as part of and in relationship to the whole. The formation of this viewpoint is linked to a changing outlook on the scope and purpose of public education. The accelerated pace of social and technological change and the growing interdependence of an emerging global society have convinced some educators that social education should be structured around the theme of world or global society. Of course, in a pluralist and pragmatist society such as ours, there will probably always be disagreement about the purposes of social education; and the questions of "education for good citizenship" versus training in the social sciences (value-centered versus value-free education) have yet to be resolved. Nonetheless, it is perhaps possible to reach a consensus on some of the elements or approaches that ought to be included in any comprehensive international relations program. Among these, the following four needs stand out:

1. The need to break down sharp distinctions between the study of American society and the study of other societies.

2. The need to integrate the collection of traditionally separate disciplines and concerns associated with international relations at the high school as well as the college and university level.

3. The need to highlight the wholeness and interdependence of the modern world, while at the same time recognizing its great diversity and acknowledging the individual's attachment to separate groups and cultures.

4. The need to integrate a concern with the earth as a planet and mankind as a species of life with a study of the international system as such.

All this suggests that a useful broad definition of international relations ought to include "those social experiences and learning processes through which

individuals acquire and change their orientations toward international or a world society and their conception of themselves as members of that society."[1]

GOALS AND PURPOSES

Building programs or curricula and selecting instructional materials are influenced greatly by our motivations and our concerns. If our programs are designed with a view toward improving international understanding and the well-being of people throughout the world, they will look rather different from those which have as their major purpose helping students learn to function intelligently as citizens in a great democracy. The development of courses, units, or programs in international relations must therefore deal with such questions as: "What aspects of the world--that is, what objects or phenomena --does one seek to help students to understand?" and "What are the qualities, characteristics, or capacities one seeks to develop within students?"

On the basis of the goals and definitions given above, the following four principal areas of inquiry seem particularly relevant to international relations, seen as the study of man and global society:

1. The planet earth and its geological and geographical characteristics, with special emphasis on their interrelations.

2. The bio-cultural development of the human species. This includes an awareness of problems in man-biosphere relations, such as pollution, depletion of non-renewable resources, weather modification, and control and shortages of food.

3. An understanding of man as a species. Included here are racial and cultural differences; disparities in health, wealth, and education; and factors affecting human demography and political organization.

4. The world social system. This heading comprises a study of the major units in the international system (for example, nations, regional groupings, multinational corporations, and so forth) and the ways in which they interact. Also included is an understanding of the ways in which individuals relate to the international social systems: the roles they play within the system; their

[1] An Examination of Objectives, Needs and Priorities in International Education in U. S. Secondary and Elementary Schools. ERIC Document Center, P.O.Drawer O, Bethesda, Maryland 20014 (No. ED 031 612).

knowledge about it; the judgments or evaluations they make concerning it; their analysis and criticism of the system; and their roles in it.[2]

SOME APPROACHES

In spite of recent improvements in textbooks and related materials, much of secondary school social studies still tends to convey the impression that the West is and always has been superior to all other civilizations. The nineteenth-century position of dominance over the rest of the world is frequently presented as natural, and its continuance into the future as indefinite. The past decade has seen many attempts to correct this parochial outlook. There is growing feeling that students need to know more about various parts of an increasingly interdependent world. Furthermore, intergroup tensions in the United States have sparked numerous efforts and programs designed to help students develop the capacity for understanding and working with people whose lives and backgrounds may be very different from their own.

Current events, the study of other nations, international relations courses, and world problems units or courses have long been used to insert international content into the curriculum. More recently, using area studies has become a popular method of expanding international or cross-cultural awareness, and during the last ten years the study of areas or cultures has replaced or been added to the more traditional, generally chronological study of world or American history, American foreign policy, and international relations.

While the area studies approach is often an improvement over traditional chronological approaches, it has so far been only partially successful in providing insights into the manner in which, throughout history, all major cultural heritages and their national subdivisions grow and develop within their own traditions. Even more important, it generally fails to provide a context within which to consider the fact that the acceleration of human mobility and communication greatly increases cross-cultural and cross-national contacts, thereby speeding up and making more complex the process of cultural change.

[2]The structure outlined above closely parallels the typology of objectives developed by Lee Anderson, which includes understanding the earth as a planet, understanding man as a species, understanding the world system as a whole, and viewing phenomena within this whole conceptually, comparatively, and globally. In regard to developing the capacity of students, Anderson's typology includes making logical, empirically grounded analytical judgments and rational, explicit, and humane normative judgments. (See Appendix I for a list of objectives.)

Unlike the typical current events approach, which still tends to view the world in the context of U. S. foreign policy issues, area studies at least allows equal time to non-Western cultures. It does, however, usually reinforce the impression of the world as separate patches of real estate. Likewise, the proliferation of culture studies or units examining the traditional relations of nation-states may prevent students from seeing the world as an increasingly interdependent system. None of these approaches is wrong, but each is inadequate, taken by itself.

A major stumbling block to those seeking to internationalize American education is the fact that world cultures, and in many instances world problems, do not excite students whose vision is limited by the same basic struggle for existence that faces millions all over the world. The ghetto child and his Appalachian counterpart are not likely to be intrigued by poverty in India or tribal struggles in Nigeria unless these problems are demonstrably relevant to him.

Developing a world view may therefore mean bringing America's "underdeveloped" areas into the classroom alongside similar situations from Asia or Latin America. The social revolution the United States is undergoing has parallels in other parts of the world. The black ghettos of America are seen by some as colonies struggling for their freedom and independence, in many ways similar to Asian and African societies. While some aspects of social change may be peculiar to this country, it is possible to identify phenomena of growth common to all societies. Sensitizing students to the culture of poverty in their own neighborhood or to a neighborhood a few miles away and relating it to parallel conditions in disadvantaged nations or world areas may help break down the notion that only distant countries and people have development problems. Such an awareness may also help students recognize man's interdependence, the universality of his needs, and the necessity of coping with threats to human survival on a global scale.

Concern for independence and preservation of local and national cultures, as well as desire for ethnic identity in an increasingly interdependent world, together with worldwide efforts of people seeking political independence and economic growth, are evidences of the nature of present global social revolution. Television documentaries and a great variety of articles and research reports have familiarized us with depressing statistics on illiteracy, population increase, food shortages, and infant mortality. We are now aware, at least intellectually, that the gap between the rich and poor nations is widening, rather than shrinking; and we are beginning to see that poverty, not only in economic terms, but in terms of genuine communications as well, can exist in even the most technologically advanced nations--such as our own--side by

side with affluence. The complex and varied issues involved in "development education" are receiving increased attention from educators throughout the world.

It is the universality of today's political and ecological problems that provides a logical and compelling foundation for international studies. Poverty, pollution, population, and lack of the international cooperation needed to tackle these issues effectively might well become the basis for an international curriculum for man, while space exploration and the environmental crisis could provide the immediacy and imagery that would arouse student and community interest. The rationale for such an approach is strengthened by the fact that we now have pictures taken from outer space that give us a visual representation of what was previously only an intellectual abstraction: "spaceship earth." It is no longer unrealistic to think of our planet as a single unit and of man as a single species.

SCOPE AND FOCUS

The emphasis of courses or programs in international relations has changed considerably over the last ten years. This is in part a response to altered patterns of international events. The great increase in the number of independent nations and changes in communications and transportation technology have vastly expanded the quantity and variety of contacts and connections across national boundaries. New actors, such as multinational corporations, have appeared on the international stage; others, such as professional organizations or governmental departments--formerly thought of as having only domestic concerns--have begun to play active international roles; and even purely domestic matters are being recognized as having a bearing on international programs and policies.[3]

At the same time, educators themselves have changed the focus of international studies in an attempt to deal with contemporary problems and crises. Historically, a major justification for the study of international relations has been the need to better understand the problems of war and peace. The refinement of nuclear weapons and delivery systems, along with other sophisticated developments in arms technology, together with an increased awareness of differences fostered through worldwide mass media coverage have served to

[3]Chad Alger, in "In New Perspectives," International Dimensions in the Social Studies, 38th Yearbook (NCSS, 1968), points up the phenomenal growth in the number and membership in non-governmental organizations. Robert Angell, in Peace on the March: Transnational Participation (Van Nostrand-Reinhold, New York, 1969), explores the effects of these increased contacts on hopes for achieving international accommodations.

highlight the issues of war and conflict, misperceptions, allies, and communication with potential enemies. Similarly, the disintegration of colonial empires and the conflicts engendered by the Cold War have served to focus attention on new and poor nations--in particular, on the mechanisms involved in developing viable political systems and the consequences to Third World nations of aid, trade, and other foreign involvements. Recognition of the need to educate young people to live in a world of continuous, rapid change has sparked efforts to design programs emphasizing the future. Borrowing from "the futurists," these programs provide students with opportunities to plan, imagine, and analyze alternate futures.[4] These developments, along with an increasing concern about the environment, provide evidence of the need for and the emergence of a global perspective. (See Sprout and Sprout, 1971, for example.)

In short, the increased interdependence and complexity of the international system, the acceleration of social and technological change, and the intermixing of domestic and international issues have all contributed to the changes in emphasis since World War II. By extension, they also point up the utter impossibility and questionable utility of preparing a content-specific curriculum in international relations. Charles McClelland has argued that "There is no acceptable way to construct a detailed curriculum for grades K-12 and to put it into general practice . . . differences in student ability and experience, the wide variations in educational philosophy and practice from district to district and region to region of the country, the disparities in educational expectations among teachers and administrators . . . and the resistance to centralization and standardization all militate against the prevalence of any single plan."[5]

[4]See Alger, Chadwick. "Some Problems in Improving International Education." Social Education, Vol. XXXII, November 1968, p. 657; also see: World Order Models Project, World Law Fund, 11 West 42nd Street, New York, New York; Dunstan, Mary Jane, and Patricia W. Garlan. Worlds in the Making: Probes for Students of the Future. Prentice Hall, Englewood Cliffs, New Jersey, 1970; and "Education and Futurism." Futures, Vol. 4, No. 5, December 1970. The World Future Society, P. O. 19285, 20th Street Station, Washington, D. C. 20036.

[5]McClelland, Charles. "A Design for a World Affairs Curriculum for the Schools." An Examination of Objectives, Needs and Priorities in International Education in U. S. Secondary and Elementary Schools. ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014 (No. ED 031 612).

In addition, the data available in international relations have such a tremendous scope and variety that any one best curriculum selection seems highly dubious. Today there are more than 140 countries, and each has an enormous range of historical, economic, political, and geographic attributes, as well as a constantly changing pattern of international relations. Each day the network of worldwide communications produces a fresh supply of data. In such a situation, a curriculum consisting primarily of a selection of subject matter to be studied at each grade level is not only outmoded, but also irrelevant. What needs to be learned is how to sift and sort through this mass of data in order to separate the significant from the trivial.

Perhaps the most important thing in understanding world affairs is the ability to grasp and respond to the processes of social relationships. The key is knowledge of "common and recurring processes in the relations between social entities, between individuals, between groups, between nations, and within international organizations."[6] These complex, interrelated processes include conflict, compromise, cooperation, influence, threat, punishment, promise, reward, force, and violence.

Because these processes operate on all levels of social interaction, examples drawn from the domestic scene can be used to illuminate their counterparts in international affairs. Drawing comparisons in this way should make it easier to identify the various types of actors in the international arena and clarify similarities and differences in the ways they use social processes in their interactions.

SUGGESTED EMPHASES

In the context of present curriculum concerns on the one hand and trends in contemporary educational reform on the other, international education can make three general kinds of contributions to students' understanding of the global system. A brief outline of these elements follows:

I. The Earth as a Planet
   - A. Awareness of and comprehension of the location of the human venture
     1. Cosmological and geological history
     2. Comparison of earth and other planets, real or imagined
   - B. "The home of man"
     1. Man as part of the total ecosphere--both shaped by and shaping the physical systems of which he is part

[6] McClelland, op. cit.

2. Characteristics of contemporary geology and geography and their relation to the biological evolution of life and bio-cultural development of the species

II. Man as a Species

A. Similarities and differences between man and other things

1. Man to animal comparisons
2. Man to machine comparisons
3. Man to interplanetary concerns

B. Human similarities and differences

1. Basic elements--physiological, psychological, social, and biological needs
2. Historical experiences
3. Specific kinds of differences--that is, social systems (political, economic) or cultural systems (beliefs, values, languages)

C. Changes over time

1. Historical experience
2. Future

III. International Society

A. Groups

1. Sub-national, that is, cities, tribes
2. Nations, that is, areas, regions
3. Cross-national groups, that is, multi-national business firms, United Nations, regional groups

B. Social processes

1. Change processes
   a. Population
   b. Development
2. International processes and exchanges
   a. Trade, aid, and investment
   b. Migration
   c. Cultural diffusion
   d. Communication
   e. Conflict and collaboration
   f. Foreign policy decision-making
   g. Power--that is, influences, diplomacy, negotiation, propaganda, defense, military effort

CHOOSING CONTENT

The planet Earth, man, and global society represent the boundaries of international or world studies. Within these broad, general parameters, teachers need to make choices of topics, issues, or themes. Among the criteria that might be used in making selections of specific areas of study are the following:

1. Is the topic or issue of interest to students, as well as being of importance in the modern world?
2. Does the topic provide opportunities for students to examine their own values, and is it stimulating enough that they are likely to do so?
3. Is the topic likely to help students develop concepts that are important in evaluating new data and changing trends?
4. What attitudinal behaviors are students likely to develop as a result of studying the topic?
5. Does the topic encourage the development of the kind of information-processing or information-management skills identified as a goal for international studies?
6. Is the topic suited to the ability level and maturity of the students involved?
7. Does the topic relate to other topics being studied in a way that lends coherence to the material, facilitates organization, and reinforces similar goals and objectives?

SUMMARY

School programs should demonstrate a sensitivity to man's current plight. Recognition that all men share a common fate on this destructible planet, together with a growing awareness of the threats posed to life on earth by pollution, population, poverty, wars, and threats of wars, point up the necessity of a unitary approach to global studies. The requirements and aspirations of humanity no longer can be met solely through a divided, compartmentalized nation-state and regional alliance structure. Viewing the international system as a global set of relationships, emphasizing the oneness of the earth, the interrelatedness of all forms of life, and the necessity of diminishing suicidal inter-society frictions represent both a starting point and a goal for school programs in international studies.

APPENDIX I

OBJECTIVES FOR A GLOBAL APPROACH

Improvements in international studies depend not only upon new and more adequate ways of conceptualizing the field or organizing the curriculum, but also on the development of a clear set of objectives.

The study "An Examination of Objectives, Needs and Priorities in International Education . . . ,"[7] carried out by the Foreign Policy Association, provides a typology of curriculum objectives, summarized here:

I. The K-12 curriculum should develop students' knowledge about and understanding of the world system.

   A. The curriculum should develop students' knowledge of the earth as a planet. This implies:

      1. Developing some comprehension of the place of the world system in cosmic space and time, including some understanding of:

         a. The location of the earth in the cosmic system.

         b. The differences and similarities between the earth and other planets (actual and imagined).

      2. Developing some understanding of the earth as a set of physical systems that both condition and are conditioned by living systems--particularly man.

   B. The curriculum should develop students' understanding of mankind as a species of life. This implies:

      1. Developing a comparative understanding of man as one of many living systems, including insight into:

         a. The similarities and differences between living and nonliving systems and between man and other living systems.

         b. Man's common biological and psychological needs.

         c. The functional needs of human societies and their component social and cultural systems.

      2. Developing an understanding of the sources of differences in human actions and life styles--that is, some understanding of human behavior as being socially learned and culturally conditioned.

[7] James M. Becker, An Examination of Objectives, Needs and Priorities in International Education in U. S. Secondary and Elementary Schools. ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Maryland 20014 (No. ED 031 612), 1969. Pp. 101-110.

3. Developing some understanding of basic human behavior and social activities as viewed by the behavioral sciences. This includes:
   a. Some behavioral science-based understanding of particular human behaviors.
   b. Some understanding of human beings as biological systems, as personality systems, as actors in social systems, as "products" of cultural systems, and as participants in systems of natural ecology.
4. Developing some understanding of the major structural characteristics of the human species, summarized by such generalizations as, the human species is:
   a. Racially, linguistically, culturally, and institutionally diverse.
   b. Generally economically depressed with vast disparities in the wealth, education, and health of its members.
   c. Demographically rapidly expanding, increasingly urbanized and industrialized.
   d. Increasingly interdependent.

C. The curriculum should develop students' understanding of the global social system as one level of human social organization. This implies:
   1. Developing some understanding of the major entities that comprise the contemporary international system. This includes:
      a. Some comparative understanding of the approximately 140 nation-states in the modern world.
      b. Some functionally-oriented understanding of cross-national organizations, both governmental and non-governmental.
      c. Some understanding of the international status of the planet's polar regions, its oceans, and outer space.
   2. Developing some historical understanding of the nation-state system as one of many possible forms of politically organizing the human species.
   3. Developing an understanding of major social processes within the international system, including some grasp of:
      a. Inter-nation war, conflict, and conflict resolution.
      b. Inter-nation collaboration and integration.
      c. Inter-nation communications, trade, investment, and foreign aid.
      d. Cultural diffusion and migration.

4. Developing some understanding of major international social problems, including some insight into the problems of:
   a. Controlling or managing inter-group and particularly inter-nation violence, and creating institutions for the peaceful resolution of conflict.
   b. Controlling population growth.
   c. Controlling the social and psychological costs of rapid socio-cultural change, particularly technological change, urbanization, and the bureaucratization of social organizations.
   d. Controlling further deterioration in man's natural environment while using the world's oceans and outer space for the welfare of all mankind.

II. The K-12 curriculum should develop the capacity of students to view the world system as a whole and particular phenomena within it conceptually, comparatively, and globally.

A. The curriculum should develop within students a capacity to think of empirically concrete or historically specific phenomena (events, institutions, actions, and so forth) as particular instances or cases within a larger class of analytically comparable phenomena.

B. The curriculum should develop within students an ability to compare two or more phenomena in a conceptually sophisticated way. This implies:
   1. An ability to conceive of the objects being compared in terms of both similarities and differences.
   2. An ability to recognize that one's relative perception of similarities and differences is influenced by the size and nature of the sample of objects being compared.
   3. An ability to think of differences as matters of degree rather than kind.

C. The curriculum should develop within students a capacity to envision the world as a totality and to perceive particular phenomena within a global frame of reference. This implies developing a comprehension of:
   1. The interrelatedness of man as a system of life and the planet earth as a set of linked physical systems.
   2. The world system as one sub-system within the larger cosmic system.

III. The K-12 curriculum should develop the capacity of students to make logically valid and empirically grounded analytical judgments.

A. The curriculum should develop within students a "realistic" attitude toward knowledge. This implies developing within students:

1. An understanding of knowledge as a set of man-created hypotheses or images.
2. A capacity to conceptualize phenomena in alternative ways.
3. An awareness of the influence of cultural setting and social situation on human knowledge in general and on their own perception and interpretation of the world in particular.

B. The curriculum should develop within students an understanding of and some skill in the process of social scientific inquiry.

IV. The K-12 curriculum should develop the capacity of students to make rational, analytical, explicit, and humane normative judgments. In order to create these capacities, the curriculum should:

A. Seek to develop within individuals the psychological freedom to hold attitudes independent of personality needs and group norms.

B. Seek to develop in students an ability to analyze normative disagreements in terms of semantic, perceptual, and valuational sources of conflict.

C. Develop in students an ability:

1. To articulate explicitly the values in terms by which they believe given phenomena should be judged.
2. To consider explicitly the operational or behavioral meanings of values in terms of which judgments are to be made.
3. To consider explicitly the information that is needed to reach sound judgments about whether or not a given object possesses the desired value qualities.

D. Develop within students modes of thinking that are:

1. Relatively free from the influence of egocentric, ethnocentric, and stereotypic perceptions.
2. Characterized by moral or ethical complexity.
3. Characterized by a capacity for empathetic understanding and a "world-minded" value orientation.

V. The K-12 curriculum should develop the capacity of students to understand, analyze critically, and judge foreign policy decisions.

A. The curriculum should develop students' knowledge about and conceptual understanding of how foreign policy decisions are made, particularly within the American system.

B. The curriculum should develop students' ability to analyze foreign policy decisions in terms of the major factors operating within the decision-making process.

VI. The K-12 curriculum should develop students' capacity to observe intelligently and critically the current history of the world system.

A. The curriculum should develop within students the motivation, vocabulary, and conceptual understanding needed to follow current events through the mass media.

B. The curriculum should develop within students an understanding of the structure and functioning of the international communication system.

VII. The K-12 curriculum should develop the capacity of students to adapt constructively to the "realities of the human condition." This means endowing students with:

A. Sensitivity to and emotional acceptance of diversity in human actions, perceptions, cognitions, values, and social institutions.

B. An acceptance of--and a set of socially responsible attitudes toward--technological and socio-cultural changes.

C. Sensitivity to and acceptance of the political and ethical implications of mankind's increasing interdependence.

D. An ability to perceive and feel themselves to be responsible members of sub-national, national, and cross-national groups.

E. An ability to tolerate emotionally the tensions of continued intergroup conflict and hostility.

APPENDIX II

A SELECTED BIBLIOGRAPHY ON
INTERNATIONAL EDUCATION

A. General Background Reading for Teachers
Books

Becker, James M., and Howard D. Mehlinger, eds. International Dimensions in the Social Studies, 38th Yearbook. National Council for the Social Studies, Washington, D. C., 1968. Offers a setting and a framework for international studies. Emphasizes the need for new perspectives in many related areas.

Bobrow, Davis B. International Relations--New Approaches. Free Press, New York, 1972. Provides an overview of new approaches and suggests a basis for evaluating both new and more traditional approaches. Lists sources of change and provides examples of newer methods of analysis.

Castel, Helene. World Development. Macmillan, New York, 1971. A book of readings that raise questions about basic goals and values of development; attempts to place the development process in a context of human dignity and justice.

Commoner, Barry. The Closing Circle, Nature, Man and Technology. Alfred Knopf, New York, 1971. A lucid description of ecology and suggestions for some needed changes in economic thinking if we want to survive.

Fisher, Roger, ed. International Conflict for Beginners. Harper & Row, New York, 1969. A handbook on the analysis of recent international affairs; uses current problems in presenting ideas; a pragmatic non-moralistic approach emphasizing "Yesable Propositions."

Falk, Richard. This Endangered Planet. Random House, New York, 1971. Argues that preoccupation with the warfare-threat system has kept us from dealing with poverty, racism, overpopulation, and diseases; calls for massive re-direction of human energy and material resources.

Gordenker, Leon. The United Nations in International Politics. Princeton University Press, 1971. A number of experts provide answers to such questions as: "How can we understand the United Nations?" "How can we assess the prospects for the future of the UN?"

Hoffman, Arthur, ed. International Communication and the New Diplomacy. Indiana University Press, 1968. Specialists in various fields discuss what their respective disciplines can bring to the study of interpersonal and inter-group relations across national boundaries, and what the diplomat can learn from their findings.

Lovell, John P. Foreign Policy in Perspective. Holt, Rinehart and Winston, New York, 1970. An introduction to some of the complexities of the foreign policy process in the United States. Provides a useful guide for making independent assessment of foreign policy.

Meadows, Dennis. The Limits of Growth. A Universe book, New York, 1972. Predicts a world-wide collapse within a century unless the growth of population and industry is halted and a "global equilibrium" established.

Russett, Bruce M. What Price Vigilance? The Burdens of National Defense. Yale University Press, 1970. A dispassionate, objective analysis of why expenditures for national defense are so high and what some of the consequences are for American politics, the economy, and the society.

Sprout, Harold, and Margaret Sprout. Toward a Politics of the Planet Earth. Van Nostrand-Reinhold, New York, 1971. Explores the possible revolutionary effects of the threat of worldwide ecological catastrophe on the organization and governance of our world. Shows how the dilemma of rising demands and insufficient resources is producing important changes in the power and policies of nations.

Woodward, G. Vann, ed. The Comparative Approach to American History. Basic Books, 1968. Using a chronological framework of traditional topics, twenty-two historians attempt to reinterpret the American Revolution, the frontier movement, world wars, and several other topics, within a comparative framework.

Articles

Barnet, Richard. "The Game of Nations." Harpers, November 1971. Examines the mentality behind America's belief that in order to be the number one nation you have to be able to do what you want, when and where you want to do it.

Janis, Irving. "Groupthink." Psychology Today, November 1971. Argues that the drive for consensus at any cost helps explain foreign policy disasters in Vietnam, Cuba, and Korea.

Smart, Reginald. "The Goals and Definitions of International Education: Agenda for Discussion." International Studies Quarterly, December 1971. Identifies several different widely accepted goals for international education and demonstrates the need to face honestly their implications. The goals are: national power, mutual understanding, permeation of ideas, and national development.

Wright, James D. "Life, Time and the Fortunes of War." Transaction, Vol. 9, no. 3, January 1972. The report of a study of whose opinions are more manipulated by the mass media--the common man or the upper-middle class elites.

White, Ralph. "Selective Inattention." Psychology Today, November 1971. Using Vietnam as an example, the author points up how once an activity is well underway, the tendency is to retain thoughts in harmony with it and discard others.

Pamphlets

Bloomfield, Lincoln P. The UN and World Order. Headline Series #197, Foreign Policy Association, New York, October 1969. Examines the UN role in the efforts to create world order in the 1970s.

Hutchins, Robert M. The Future of International Relations. United Nations Institute for Training and Research, 801 United Nations Plaza, New York, 1970. The author argues that nations should think of education as a means to full humanity for their populations rather than as a means to power, prestige, or wealth.

Kenworthy, Leonard. The International Dimension of Education. Association for Supervision and Curriculum Development, National Education Association, Washington, D. C., 1970. A report on efforts to incorporate the international dimension of education into the total learning experience of students at all levels; includes practical suggestions for teachers. Available from ERIC; ED 039 202.

Rolfe, Sidney I. The Multinational Corporation. Headline Series #199, Foreign Policy Association, New York, February 1970. Examines various facets of the multi-national corporation, its economic and political consequences, the political demands it makes, and national responses to it.

Shaw, Robert. Rethinking Economic Development. Headline Series #208, Foreign Policy Association, New York, 1971. Outlines a new strategy for development emphasizing employment. Examines implications of this focus for the rich countries.

The United Nations: The World as a Developing Country. U. S. Government Printing Office, Washington, D. C., June 1971. A report to the Committee on Foreign Relations, United States Senate. Focuses on the "Seabed" and "Development" issues.

For additional suggestions, see "A Bibliography of International Studies," Guide to Reading for Social Studies Teachers. National Council for the Social Studies, Washington, D. C. 20036. 1972.

B. Global and Future Studies

Books

Angell, Robert C. Peace on the March, Transnational Participation. Van Nostrand-Reinhold, New York, 1969. Explores the effects of increased transnational participation on hopes for achieving international accommodation.

Disch, Robert, ed. The Ecological Conscience: Values for Survival. Prentice-Hall, Englewood Cliffs, New Jersey, 1970. A series of articles by experts, scientists, poets, educators, and engineers, designed to promote an awareness of the interrelatedness of all things, including values, actions, and visions.

Dubos, Rene. Reason Awake: Science for Man. Columbia University Press, 1970. Also So Human an Animal, Scribner's Sons, New York, 1968. Warns that man is in danger of losing his "humanness" to his mechanized surroundings. A science of human life is proposed as a way to stop the trend toward dehumanization.

Eisley, Loren. The Invisible Pyramid. Chas. Scribner's Sons, New York, 1970. Argues that man, the creator of culture, must preserve and re-enter the world of nature if he is to survive.

Ferkiss, Victor. Technological Man: The Myth and Reality. George Braziller, 1969. Concludes that technological man is more myth than reality but that survival may require such a development as well as a new philosophy and a new naturalism.

Fuller, R. Buckminster. Operating Manual for Spaceship Earth. Southern Illinois University Press, 1969. Recommends "general systems theory" as a form of technical expertise for better piloting of spaceship earth.

McHale, John. The Future of the Future. George Braziller, 1969. Discusses some likely characteristics of the impending planetary society. Includes discussions of life styles, cultural diffusion, individual participation, and work.

Toffler, Alvin. Future Shock. Random House, New York, 1970. A revealing, exciting treatment of the processes of rapid change. Provides suggestions for future shock observers.

Vernon, Raymond. Sovereignty at Bay: The Multinational Spread of U. S. Enterprises. Basic Books, 1971. Provides insight into the problems posed by business and government to this new kind of enterprise.

Wager, Warren W. Building the City of Man, Outlines of a World Civilization. Grossman Publishers, New York, 1971. An analysis of the failings of modern civilization and proposals for a radically restructured world order for the future.

Wallia, D. C., ed. Toward the Twenty-First Century. Basic Books, 1970. Stresses the need for efforts to preserve human values in our technical society. Argues it would be suicidal to let technology overshadow ecology.

Articles

Bohanon, Paul. "Beyond Civilization." Natural History, Journal of American Natural History Museum, New York, February 1971. A look at the requirements for survival and ironies in the post-civilization culture. Sees phase II as a new opportunity to understand the mysteries of life and culture.

Cousins, Norman. "Needed: A New World Theme Song." Saturday Review, July 13, 1968, p. 20. An appeal for a change in emphasis in international and cross-cultural contacts.

Pierce, Chester M. "The Pre-Schooler and the Future," The Futurist, February 1972. The author believes children must be educated to be planetary citizens--"supernationalists and super generalists"--if we hope to have a peaceful world in the 21st century.

"Political Conflict: Perspectives on Revolution." Journal of International Affairs, Columbia University Press, Vol. XXIII, no. 1, 1969. Provides different theoretical frameworks for studying revolution as an important force in politics.

Thompson, William Irwin. "Planetary Vistas." Harpers, December 1971. Looks toward a future transformation of civilization to planetization with a mystical view of reality to guide mankind.

Magazines

"American Business Abroad: The New Industrial Revolution." Saturday Review, November 22, 1969 (special issue). Series of articles dealing with the impact of the multinational corporation in rich and poor nations.

"Cleaning Humanity's Nest: The New Planetary Priority." Saturday Review, March 7, 1970 (special issue). This issue launches a monthly feature in Saturday Review. Includes articles on: "Prospects for Spaceship Man," "The Politics of Ecology," "Earth Watch," and "Environment Bookshelf."

"Education and Futurism." The Futurist, The World Future Society, P.O. Box 19285, 20th Street Station, Washington, D. C. 20036; Vol. 4, no. 5, December 1970. Includes survey of courses in the future being developed at North American universities.

"Peace." American Association of University Women Journal, May 1970. Series of articles by experts suggesting some approaches to furthering the cause of peace.

Pamphlets

Basiuk, Victor. Technology and World Power. Headline Series #200, Foreign Policy Association, New York, April 1970. A review of the impact of technology on different nations and speculation on possible implications for further developments within these nations.

Education for the Revolutionary World of the Future. The University of the State of New York, The State Education Department, Albany, 1969. A call for action and new perspectives to meet today's social and technological problems and to prepare to meet the future.

C. Approaches and Methods

Books

Ehrlich, Paul. How to be a Survivor: A Plan to Save Spaceship Earth. Ballantine Books, 1971. Uses principles of spaceship operation to suggest what needs to be done in areas such as population, hunger, governmental reforms, and justice if our planet is to survive.

Adventure on a Blue Marble, Approaches to Teaching Intercultural Understanding. Southern Association of Colleges and Secondary Schools, Atlanta, 1969. An attempt to help teachers in their efforts to help students accept and appreciate others for what they are and to value the rich and varied contributions of all cultures. Includes case studies and bibliography. Available from ERIC; ED 040 107.

"The Human Person and the War System." Intercom, Center for War/Peace Studies, Vol. 1, 1971. Features a series of articles representing different approaches to the problems of modern war. Includes suggestions for teaching, bibliographies, and film lists.

International Understanding at School. Circular No. 21. UNESCO, Department of School and Higher Education, Place de Fontenoy 75, Paris 7, France, April 1971; also Circular No. 22, October 1971. Contains reports of projects being carried out by UNESCO Associated Schools around the world, as well as descriptions of other projects of interest to teachers of international understanding.

King, Edith. World-Mindedness: The World: Context for Teaching in the Elementary School. W. C. Brown. Dubuque, Iowa, 1971. Provides examples of programs, projects, techniques, and models for inserting world-mindedness into the curriculum. Urges humanistic, inter-disciplinary approach.

King, David C. International Education for Spaceship Earth. Thomas Y. Crowell, New York, 1970. Based on an extensive study conducted by the Foreign Policy Association, this paperback provides sample units, bibliographies, lists of games, and resources for developing a global approach in the social studies classroom.

Nesbitt, William. Interpreting the Newspaper in the Classroom: Foreign News and World Views. New Dimensions #2. Thomas Y. Crowell, New York, 1968. Intended to assist teachers in their efforts to help students make better use of messages they receive from the media. Includes classroom exercises and collection of readings.

Simulation Games for the Social Studies Classroom. New Dimensions #1. Thomas Y. Crowell, New York, 1968. Seeks to answer such questions as: "What are educational games?" "How can they be used effectively?" "How good are they?" "Where can teachers get them?"

Teaching About War and War Prevention. Thomas Y. Crowell, New York, 1971. Provides a framework for classroom consideration of questions about causes of conflict, violence, and war. Contains suggestions for classroom exercises and a selected bibliography.

Seaberg, Stanley. Teaching the Comparative Approach to American Studies. New Dimension #3. Thomas Y. Crowell, New York, 1969. Uses case studies to demonstrate a way of viewing societies or issues in a comparative framework. Cases include: Nationalism, American Revolution, and Interventionism.

"Teaching Topic: Media." The World and the School. Atlantic Information Centre for Teachers, London, February 1971. Deals with the problems created by the impact of mass media on the formation of a coherent view of world events. Includes articles on the media, classroom implications of media viewing, and a selected bibliography.

Tyler, Keith. Television for World Understanding. National Education Association, Washington, D. C., 1970. Treats the interrelationship between television and international understanding. Includes plans and strategies for using television to improve world understanding. Available from ERIC; ED 040 588.

D. Suggestion , Ideas, and Materials for the Classroom

Bruner, Jerome. Outline for Man: A Course of Study. Seminar for Teachers, Education Development Center, Cambridge, Massachusetts, 1968. Focuses on the question, "What makes man human?" This guide suggests ways teachers can use the materials developed for this course and student responses to these materials to promote learning.

Brown, Jerry. A Plan for an Instructional Unit on Population Dynamics. Social Studies Development Center, Indiana University, Bloomington, Indiana, 1971. Presents a comprehensive rationale and detailed plan for developing a unit on population. Includes population dynamics inventory.

Case Studies of Developing Nations. OXFAM Series, 12 booklets. Houghton-Mifflin, Boston, 1967. Problems of poor nations and impact of foreign relief efforts on human beings.

Concern: Extremist; Race; Poverty; Revolution. Silver Burdett Co., Morristown, New Jersey, 1970. Dramatically illustrated series of pamphlets. Each deals with a different topic.

Development Bridge to Peace, Introduction to Development. American Freedom From Hunger Foundation, 1717 H Street, N. W., Washington, D. C. 20036. A unit for classroom and community use emphasizes many-faceted nature of development issues.

Dunstan, Mary Jane, and Patricia W. Garlan. Worlds in the Making, Probes for Students of the Future. Prentice-Hall, Englewood Cliffs, New Jersey, 1970. Challenges students to become aware of their values, to seek new meanings in the changing present by exploring, imagining, and evaluating futures. Includes problems, probes, and projections to stimulate the reader and open his vision to new possibilities.

Fielder, William R. A Rationale: Holt Data Bank System. Holt, Rinehart & Winston, New York, 1971. An explanation of the assumptions, chief components, and teaching strategies of the Data Bank approach. Clearly outlined and illustrated with concrete examples.

Four Communities Around the World (and Teacher's Guide). The Taba Social Studies Curriculum, Addison-Wesley Publishing, Menlo Park, California, 1969. A series of curriculum guides and teaching units, interdisciplinary and planned for sequential development of skills and attitudes as well as knowledge.

Geography in an Urban Age and Teacher's Guide with each of six units. High School Geography Project, School Division, Macmillan & Co., 866 Third Ave., New York, 1969-70. A new approach to the teaching of geography using simulations; topics include "Japan," "Cultural Geography," "Political Processes," and "Habitat and Resources."

"Great Decisions 1972." Foreign Policy Association, New York, 1972. Concise summaries and discussion of questions relating to eight current foreign policy or world issues. Topics include "China," "Population," "Chile," and "The Soviet Union."

History as Culture Change: An Overview. Anthropology Curriculum Study Project, Macmillan & Co., New York, 1970. A sample kit of materials designed to demonstrate how anthropologists study society and outlining some comparative analysis models for use in studying historical data.

How Should the United States Handle Conflict in the 1970's? A unit based on the UNA-USA's "Controlling Conflict in the 1970's." Available from the UNA-USA, 345 East 46th Street, New York, N. Y. 10017.

Lessons from the Moon (a teaching guide to the multi-media archive). The New York Times, 1969. Provides insight into and raises questions about the implications (to life on earth) of man's exploration of space.

Long, Barbara, and Thomas E. Linehan. 100 Curriculum Ideas. Herder and Herder, 1970. A variety of imaginative suggestions for students interested in art and human behavior. Contains many illustrations and examples.

Long, Barbara. The Road Game. Herder and Herder, 1970. An interdisciplinary exercise seeking to integrate verbal and visual behavior and designed to help students become better observers of human behavior.

The Value Game. Herder and Herder, 1970. A game designed to reveal differing value systems.

Massialas, Byron G., and Jack Zevin. World Order. World Order Through Inquiry Series. Rand McNally, Chicago, 1970. A concept-oriented unit dealing with how conflicts have been and might be handled.

Media Supported World Affairs Seminars. Association of School Librarians, 503 E. Huron, Chicago, 1971. A report on the use of the seminar method in high school classes studying current world affairs issues. Contains actual dialogue. Issues include: "America's Position in China," "Allende Election in Chile," "Arab-Israeli Conflict and Detente in Europe."

Perspectives (a set of 12 separate booklets on a single theme). American Universities Field Staff, 3 Lebanon Street, Hanover, New Hampshire 03755. Topics include: "The Impact of Modernization on Traditional Societies" and "The Impact of Population on Society."

Pocket Data Book, U. S. A., 1971. U. S. Bureau of the Census, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1971. Includes wide range of data in areas such as population, trade, immigration, climate, and elections.

Social Studies Curriculum Materials Data Book. Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302. A looseleaf resource book, designed to help teachers select and evaluate innovative materials for their social studies classrooms.

Sociological Resources for Secondary School. Allyn and Bacon, Boston, 1970. Based on selected sociological concepts such as culture, stereotypes, ideology, and values. These materials emphasize the process of sociological inquiry. Includes episodes (short units) and readings which can be used to supplement problems of democracy in other social studies courses.

The Concerns of Man. A Literature Series, McDougal-Littell & Co., Evanston, Illinois 60204. Topics include: brotherhood, environment, war, and peace.

Tradition and Change in Four Societies: An Inquiry Approach (and Teacher's Guide). Holt, Rinehart & Winston, New York, 1968. An examination of traditional society, the impact of Western institutions, technology, and selected ideas on South Africa, Brazil, India, and China. Problems studied include race relations and its implications in Brazil and South Africa.

Turner, Mary Jane. Materials for Civics, Government, and Problems of Democracy; Political Science in the New Social Studies. Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302, 1971. An analysis of almost 50 packages of materials produced by more than 40 social science curriculum projects. Describes the materials with respect to content selection, organization, instructional techniques, and appropriate grade level.

"World Citizenship Declaration." United Nations Association of Minnesota, 55 South 8th Street, Minneapolis, Minnesota 55415; "Declaration of World Citizenship." State of Minnesota, 1971. Printed on parchment suitable for framing.

E. World and National Current Information Periodicals

The Futurist. World Future Society Membership Committee, World Future Society, Box 19285, 20th Street Station, Washington, D. C. 20036. Designed to contribute to "a reasoned awareness of the future" and to encourage communication and cooperation among organizations and individuals interested in studying the future.

Great Decisions. Foreign Policy Association, 345 E. 46th Street, New York, published annually. Provides up-to-date analysis on eight foreign policy topics.

Headline Series. Foreign Policy Association, New York, published five times a year. Each issue treats a different topic and is written by an expert.

Intercom. Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003. A resource guide and program catalyst on world issues.

The Internationalist. Peter Adamson Communications, Ltd., 744 High Street, Wallingford, Berkshire, England, published three times a year. Features development and Third World issues.

The UNESCO Courier. UNESCO, Place de Fontenoy, Paris 7, France, eleven issues a year.

VISTA. UNA-USA, New York, published bi-monthly.

War/Peace Report. Center for War/Peace Studies, 218 East 18th Street, New York, New York, published ten times a year.

The World and the School (a review for teachers of current international affairs); Crisis Papers (an ad hoc series analyzing current crises, including comment from newspapers and journals of several countries). Atlantic Information Centre for Teachers, 23/25 Abbey House, 8 Victoria Street, London, S.W.1, England, or AICT-NASSP, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

Television Information

Prime Time School Television. 100 North La Salle Street, Suite 1208, Chicago, Illinois 60602. Provides information about forthcoming TV programs of interest to teachers; also provides guides and suggestions for classroom discussion of selected programs.

F. Newsletters and Journals

Newsletters

Commitment. DSIS/UNDP, United Nations, New York 10017. A quarterly service bulletin designed to help non-governmental organizations in development assistance activities.

COSERV. National Council for Community Services to International Visitors, Meridan House, 1630 Crescent Place, N. W., Washington, D. C. 20009, published quarterly.

Global Dimensions. Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210.

New World. American Freedom From Hunger Foundation, 1717 H Street, Washington, D. C. 20006. A publication of young world development.

News of the World's Children. Published five times yearly. U. S. Committee for UNICEF, 331 East 38th Street, New York, N. Y. 10016.

SCEWA Newsletter. Society for Citizen Education in World Affairs, 3300 University Avenue, S. E., Minneapolis, Minnesota 55414.

Journals

Atlas. Magazine of the World Press. World Press Company, 1180 Avenue of the Americas, New York, N. Y. 10036. Published monthly.

Foreign Affairs. Council on Foreign Affairs, Inc. 58 East 68th Street, New York, N. Y. 10021. Published quarterly.

International Studies Quarterly. Official publication of the International Studies Association, which encourages interaction and collaboration among specialists interested in transnational phenomena. Published by Sage Publications, Inc., 275 Beverly Drive, Beverly Hills, California 90212.

Journal of Conflict Resolution. Center for Research on Conflict Resolution, University of Michigan, Ann Arbor, Michigan 48104. A journal of research related to war and peace.

Journal of Peace Research. International Peace Research Association, Gronigen--Universitetsforlaget, P. O. Box 142, Boston, Mass. 02113. Published quarterly. An interdisciplinary journal in the field of peace research.

World Politics. Center of International Studies, Princeton. Princeton University Press, Box 231, Princeton, New Jersey 08540. A quarterly journal of international relations.

G. Sources of Information and Materials Development

American Freedom From Hunger Foundation, Inc., 1717 H Street, N. W., Washington, D. C. 20006.

Organization for Economic Cooperation and Development, Publication Center, 1750 Pennsylvania Avenue, N. W., Washington, D. C. 20006.

Overseas Development Council, 1717 Massachusetts Avenue, N. W., Washington, D. C. 20006.

Voluntary Committee on Overseas Aid and Development, 69 Victoria Street, London, S.W.1, England.

Futures

Institute for the Future, Riverview Center, Middletown, Connecticut 06457.

Resources for the Future, Inc., 1755 Massachusetts Avenue, N. W., Washington, D. C. 20036.

World Affairs

American Friends Service Committee, 160 North 15th Street, Philadelphia, Pennsylvania 19102.

Center for International Education, School of Education, University of Massachusetts, Amherst, Massachusetts 01002.

Center for the Teaching of International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210.

Center for War/Peace Studies, 218 East 18th Street, New York, N. Y. 10003.

Foreign Area Materials Center, The State Education Department, The University of the State of New York, 60 East 42nd Street, New York, N. Y. 10017.

Foreign Policy Association, 345 East 46th Street, New York, N. Y. 10017.

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N. Y. 10036.

Lincoln-Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02155.

World Law Fund, 11 West 42nd Street, New York, N. Y. 10036.

United Nations

UNA/USA (United Nations Association of the United States), 833 United Nations Plaza, New York, N. Y. 10017.

UNESCO, Place de Fontenoy, Paris 7, France.

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